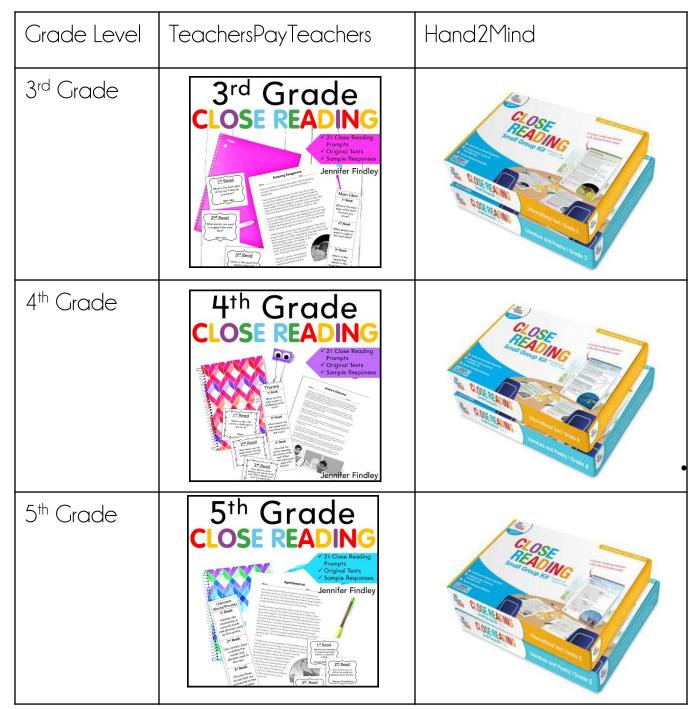
CLOSE READING

]F	THEN
Students are not actively engaged and motivated in repeated readings of the same text	 assign specific annotating directions for each read make the close reading process hands-on with annotation tools move close reading instruction and practice to a small-group setting complete the additional reads on different days
Students are not completing multiple readings	 adjust and/or add rigor to questions for each read to ensure the students do need to dig back into the text color-code the annotations for each read remind students of the purposes and benefits of close reading
Students are not thinking about what they are reading as they are reading	 have specific annotation directions for each read that will both scaffold the students as they are reading and help them focus on and comprehend the text
Students are not able to reach deep levels of analysis or think as deeply as standards require	 embed support through teacher modeling, hands-on components, and specific annotation directions that lead the student to higher levels provide regular opportunities to practice close reading in general and to practice the same close reading strategies with new texts

NEED CLOSE READING RESOURCES?



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Thanks! Jennifer Findley



